

Course Name: Literacy Development in Elementary and Middle School
Rutgers University – Spring Semester 2010
Course: 05:300:495
Location: Atlantic Cape Community College – Room J210
Class Days & Time: Thursdays from 5:00 to 7:40 PM
Instructor: Joseph Campisi – jscamps@gmail.com (609) 706-4099

Course Overview:

This course serves as an overview of the teaching of literacy in the elementary and the middle school settings. The course focuses on the fundamental knowledge, skills, strategies, and dispositions needed to carry out a literacy program where the students' advancement in reading, writing, and oral language is nurtured. In this course, we will cover literacy from emergent literacy practices in the primary grades through reading and writing at the middle school level. The major focus of the course will be teaching of literacy in grades 4 through 8.

During this course, you will be supported in developing and articulating evidence-based principles toward building literacy in diverse learners (all ability levels and classifications). We will use current research and knowledge about teaching and learning to focus on the developmental processes involved in reading, writing, and oral language; the relationship among the literacy areas; the relationships with other subject areas; and the development of thinking strategies within all disciplines.

This course stresses direct practical application of the concepts, strategies, dispositions and curriculum development in the course for each participant's field placement and future classrooms (depending on your current status). A major outcome of this course is to involve you in understanding and developing approaches to teaching and learning that support optimum literacy learning for all students. This course will provide instructional strategies that will help you build upon the cultural and linguistic backgrounds of students in order to enhance their learning.

Course Organization:

During class sessions, we will work collaboratively in various manners. Each session will involve some combination of the following:

- Discussion of readings, experiences, and timely questions
- Viewing and discussing of videos of classroom teaching & discussion of case studies
- Examining curricula and assessment materials
- Analyzing and developing literacy lesson plans
- Cooperative learning activities related to literacy content and pedagogy

Course Objectives:

By the end of the course the students should be able to:

- Possess and express a conceptual framework for reading, writing, viewing, and oral language within the language arts and across the disciplines.
- Demonstrate knowledge and skills that are needed to for the creating and implementing of a literacy curriculum for knowledge, skills/strategies and dispositions using small and large group work, collaborative learning, conferencing and individual work based on professional standards.
- Identify and use available resources and materials for instructional planning.
- Identify, plan, and design literacy instruction based on students' needs, developmental progress, learning styles and prior knowledge.
- Design literacy lessons that are built upon students' strengths in a wide variety of media and genre using oral and written discourse.
- Apply techniques for modifying instructional methods, materials and the environment to help all students learn.
- Possess philosophies of literacy instruction that emphasizes the interactive and integrative nature of language and build upon these connections when creating learning opportunities.
- Model and demonstrate understandings about the values and the strengths of diversity in the classroom.
- Know and understand the characteristics, uses, advantages, and the limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- Understand that school contexts can be used to enhance inquiry-based teaching in learning environments.
- Know and understand how educational research can be used as a means for continuous learning and development.
- Have a metacognitive understanding and a questioning attitude that furthers understanding of learners and their instructional needs for successful literacy learning.
- Be critical and reflective of their teaching and learning.

Required Reading:

- All required readings will be provided by the course instructor.
- As well as various online accessible articles through our library's electronic journals <http://www.libraries.rutgers.edu/rulib/>.

Course Requirements and Evaluation:

Participation and Attendance

- Your attendance and active participation in class are vital to the course and to your learning. Your colleagues and I depend on you to share your reactions to the reading.
- Attendance is mandatory; however, you are allowed one absence.
- Beyond 1 absence will cause a 5-point deduction for every unexcused absence.

Assignments and Grading:

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| • Weekly participation and reading responses | 30% of the grade |
| • Mini Lessons | 40% of the grade |
| • Literacy Investigation Project | 30% of the grade |

Grading Scaled:

- 90 to 100 = A
- 87 to 89 = B+
- 80 to 86 = B
- 77 to 79 = C+
- 70 to 76 = C
- 60 to 69 = D
- Below 60 = F

Weekly Participation and Reading Responses:

It is imperative that you keep up with the weekly reading assignments in order to get the most out of the class and in order to support your fellow students during class discussions. Your understanding of the assigned readings will be assessed in a variety of ways. Unannounced quizzes or narrative writings, written reflections and group discussions are some of the ways.

Mini Lessons:

Throughout the semester you will be required to plan, develop, and present 2 mini-lessons (using the strategies and techniques we discuss in class as well as differentiation of delivered instruction with product-based assessment) on literacy. I will discuss the details and expectations further during class.

Literacy Investigation and Presentation:

During the initial weeks of class, you will decide upon a literacy topic that you would like to investigate throughout the semester. You will well-versed in this topic through research and practical application to classroom instruction (for example...literacy circles, guided reading or application of the top reading comprehension strategies...). There must be some type of technology/media component integrated into the presentation of the investigation.

Policy on Academic Integrity:

Academic integrity is expected. Please see <http://academicintegrity.rutgers.edu/integrity.shtml#I>.

Schedule

Week & Date	Content
Week 1 1/21/2010	Introduction to Course Literacy Defined Components of Literacy
Week 2 1/28/2010	Phonics & Phonemic Awareness
Week 3 2/4/2010	Fluency & Vocabulary
Week 4 2/11/2010	Comprehension & Strategies
Week 5 2/18/2010	Developmentally Appropriate Literacy Implementation Mini-Lessons
Week 6 2/25/2010	The Reading & Writing Connection Mini-Lessons
Week 7 3/4/2010	Reading in Content Areas Mini-Lessons
Week 8 3/11/2010	Literature Usage (genres) Mini-Lessons
Week 9 3/18/2010	Technology as Tool Mini-Lessons
Week 10 3/25/2010	Reading Assessments & Evaluations Mini-Lessons
Week 11 4/1/2010	Case Study Mini-Lessons
Week 12 4/8/2010	Case Study Mini-Lessons
Week 13 4/15/2010	Journal Review Mini-Lessons
Week 14 4/22/2010	Journal Review Mini-Lessons
Week 15 4/29/2010	Reading Diversity Presentations
Week 16 5/6/2010	Approaches to Implementing a Comprehensive Literature Program Presentations

****All readings and reading topics will be provided & posted in advance by the instructor via email and/or the class Wikispace****